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ABSTRACT

This final performance report for the Anne Arundel County (Maryland) Public Library literacy project begins with a section that provides quantitative data. The next section compares actual accomplishments to the project goal--to provide county citizens with better access to literacy services--and the following related objectives for 1992-93: (1) 60 parents or caregivers will practice how to read aloud with their children for six weeks at three public housing and Head Start sites; (2) 30 additional students will request reading lessons from the Anne Arundel County Literacy Council (AACLC); (3) nine student support meetings will be held; (4) six tutor in-service meetings will be held; and (5) four literacy tutor training workshops will be held at various sites. Proposed and actual expenditures are compared. Activities undertaken are described, including materials purchased and training sessions. The role of the library is discussed; the contributions of other organizations are summarized; facilities used are listed; and the impact of the project is considered. Attachments include flyers, tips for reading to children, booklist, newsletter, newspaper clipping, AACLC information, and AACLC tutor manual. (MES)

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Anne Arundel County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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IR056902

Final Performance Report

Library Services and Construction Act
Title VI
Library LIteracy Program
(CFDA No. 84.167)

Part I: General Information

Grant Recipient:

Anne Arundel County Public Library
5 Harry S. Truman Pkwy
Annapolis MD 21401

Grant Title: Family Literacy

Person Preparing Report:
Betty Morganstern
(410) 222-7371

Grant Number R 167A20179
Funds Awarded: $ 18,140
Funds Expended: $ 18,140

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
_x_ over 200,000

2. What type of project was this? (Check as many as applicable)

_x_ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
_x_ Training
___ Rural Oriented
_x_ Basic Literacy
___ Other (describe)_____
_x_ Collection Development
_x_ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
_x_ Intergenerational/Family
_x_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____
___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
_x_ Intergenerational/Families
___ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

_x_ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

_X_ one-on-one tutoring _X_ small group instruction
___ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? _X_ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

Pretest is done which includes: Slosson Oral Reading Test; Laubach Spelling Test; Paragraph and comprehension check.

At end of each skill book a check-up test is administered.

After Laubach Skill Book 3 is completed, a posttest is done.

It is difficult with current staffing to follow up on students still weak in spelling and phonics skills. Focus on Phonics series (New Readers Press) may be used with more students in the future.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ___ yes _X_ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
_X_ training manual
___ public relations audiovisual
___ training audiovisual
_X_ recruitment brochure
___ resource directory
___ evaluation report
___ survey
___ newsletter(s)
___ other (describ)

Training program for parents
Library orientation for new students

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 150 + 28 Head Start Parents
Of those served, how many received direct tutoring service? 150
How many hours of direct tutoring service did they receive? 5200
How many new volunteer tutors were trained? 105
How many current volunteer tutors received additional training? 45
How many volunteer tutors (total) were involved? 123
How many non-tutor volunteers were recruited? 17
How many service hours were provided by non-tutors? 3182
How many librarians were oriented to literacy methods, materials, and students? 0
How many trainers of tutors were trained? 2

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

Part III: Narrative Report

FAMILY LITERACY EVALUATION

October 1, 1992 - September 30, 1993

GOAL: Anne Arundel County citizens will have better access to literacy services.

OBJECTIVE #1 Between October 1, 1992 - September 30, 1993, 60 parents or caregivers will practice how to read aloud with their children for 6 weeks at 3 public housing sites.

Through this objective, library staff and the literacy manager trained and recruited volunteers to work with parents. Parents from community sites were enlisted and trained in reading aloud techniques by the literacy manager and the volunteers.

After the first three weeks of visits at Annapolis Gardens were completed, parent attendance was low and as a result, the objective was revised from 6 weeks of practicing how to read aloud to 3 - (2 sessions on how to read aloud, the third session, a visit to the Library.) Training on how to read aloud was revised to reflect this change. With the number of sessions

shortened at each site from 6 to 3, the number of sites visited was increased from 3 to 5. With this objective, 58 parents/caregivers were reached.

Site Visits

Three of the five sites visited were Head Start sites. For each location, publicity included fliers announcing the programs developed by the library's public relations department. These were distributed through Head Start, in library branches and in various other community stores, etc. Volunteers and the literacy manager demonstrated techniques of reading aloud to parents at Head Start and other sites and discussed and distributed Literacy Council information including coloring brochures during the readaloud sessions. Deposit collections for each site, with a variety of picture book titles by African-American authors and other children's authors, were selected by the library staff for parents to borrow.

As an incentive to participate, each parent received a gift children's book at the first and second sessions. The gift books (Goodnight Moon, for example) were incorporated into the reading practice with the parents. The second session was a time for follow-up and questioning to see whether parents had read gift books. Parents had read gifts books over and over again between the session weeks. The third session involved a trip to the library to obtain library cards, tour the library and to check out materials.

Annapolis Gardens- 9 parents attended (with some variation each week in attendance) from this Head Start site.

Parents received fliers that went home with their children. The library visit was well received--parents were amazed at the variety of materials and were excited about borrowing books from the library. While at other sites women were the participants, two fathers came to Annapolis Gardens and were excited about the concept of reading aloud. One year later, reading aloud will be a topic at the next parents meeting; deposit collections are available for parents to borrow.

Freetown Village - 10 parents attended. Freetown Village Head Start program was the most successful site. The Head Start teacher generated interest among parents through phone calls, personal contacts and distribution of fliers to parents. Parents responded enthusiastically to the program and the trip to the library. Eager to know about the library, parents checked materials out for themselves and the children. The residents were encouraged to take part probably because of an existing community support program with A. A. Co. Police. Today, at the Freetown site, children look forward to storytime each day and regular visits are made to the nearby branch library.

Obery Court - 3 parents attended from this Head Start program. A parent who is a literacy student attended all three sessions. Through this project, she read a book out loud to children for the first time. Books from the deposit collection continue to be used in the classroom and in the parents' center at Obery Court.

Pumphrey - Head Start Policy council parents/grandparents attended, but no actual parents of Head Start children at Pumphrey. Recent renovations to the physical plant made it difficult to carry out the program. At the second session, volunteers read to the Head Start classes. Children wanted this to take place each week. The library visit was canceled due to lack of parent interest. The deposit collection is still on the shelf - children are bussed into the site and parents are not available to check books out. In the next month a system for sending books home with children should be in place.

The Parent Policy Council of Head Start assisted at Freetown and Pumphrey in presenting the program. Parents were enthusiastic to hear other parents speak about the importance of reading aloud.

Newtowne Twenty - 6 parents attended. Newtowne 20 was not a Head Start site, but a public housing site in Annapolis identified as an area of need. Parents were recruited through the Home Visitor program of the A. A. Co. Public Schools, which consists of biweekly visits to homes of children in Chapter 1 schools. The Family Literacy project reinforced concepts that Home Visitors taught as well. Parents were very interested in the library materials.

In sum, this project shows that parents at sites who received lots of encouragement, reminders and individual calls to attend, did come and were enthusiastic especially when the teacher promoted the program. Other sites where teacher(s) took a less aggressive role, there was less attendance. It was difficult for the literacy

manager to telephone residents, because Head Start policy does not allow phone numbers to be given out.

Library visits introduced or reintroduced 33 adults to the wide variety of resources available at the public library. These adults were able to see materials on how to cook, how to fix a car as well as picture books for their children. Library visits seemed to break down the fear and barriers of using the library that some individuals had experienced in the past.

One woman said "the tour of the library was great....I didn't know about all the great things that are there....."

Two additional sites contacted the literacy manager for a one-session visit: **Opportunities Industrialization Center (OIC)**, an organization providing basic skills education and GED preparation, requested a volunteer come and talk to their students about reading aloud. Comments were positive and included....."This is the first time I have ever read aloud." "After that lecture I would go home and try your approach....it worked". OIC will continue to practice reading aloud with their adults. The **YMCA - West County Family Support Center** made a similar request.

Through OIC and YMCA West County Family Support Center, 30 parents participated. This with the 28 parents mentioned above brings the total to 58 parents.

There is a growing demand for this type of program i.e.--encouraging adult literacy through reading aloud to children. Demonstration and practice in a non-threatening, small group environment seems to be effective. The final trip to the library

allows adults to see how they can supplement gift books and find a whole range of information.

OBJECTIVE #2 Between October 1, 1992 - September 30, 1993, 30 additional students will request reading lessons from the Literacy Council.

54 additional students requested reading lessons from the Anne Arundel County 4Literacy Council through this project.

As a result of this grant and this objective in particular, a part-time salary was funded to hire a trained, experienced manager of the Literacy Council. With a manager position in place, services to students and tutors were provided as well as management of the Head Start visits and volunteers used in the program. The Literacy Council and the library became more visible to Head Start and to other literacy providers. Head Start Parent Policy Council representatives became advocates for the Literacy Council.

It was hoped that through the reading aloud concept, parents would be identified who needed reading lessons. The number of literacy students requesting lessons did increase; it is difficult to see a direct cause and effect between the site visits and those who requested reading lessons; however parents who continue to read to their children are increasing that child's chance of being successful in school. Although the project has ended, these 58 parents may refer themselves or others to the Literacy Council at a later time for reading lessons.

OBJECTIVE #3 Between October 1, 1992 - September 30, 1993, 9 student support meetings will be held.

The original objective of 9 student meetings was changed to 5. It was unrealistic to expect adult students who are meeting with tutors twice weekly and otherwise employed to be able to attend 9 meetings. Tutors were invited to attend as well.

Topics included:

"**Children Books that Adults Would Enjoy**" was the topic for a December meeting. 1 student, 3 tutors attended. A librarian presented a list of titles which was later published in the Literacy Council newsletter.

Oklahoma - Do You Read Me? video was viewed at February meeting. 2 students/3 tutors attended and discussed topics in video. A lively discussion held.

"**Treasure Hunt in the Library**" was held in April. 1 student/4 tutors attended. The treasure hunt was later included in the Literacy Council newsletter to interest other students.

An student evaluation meeting was held in June. 1 student/1 tutor attended. The student who attended suggested that tutors need to accompany students to meetings. Because it is so difficult to get students to attend meetings, emphasis will be on inclusion of activities for students in newsletter. Incentive and personal contacts will also be considered for the next year.

"**World Literacy Day Celebration**" (the A. A. Co. Literacy Council 15 year anniversary was celebrated as well). 8 students and 15 tutors attended. A student spoke briefly about what

learning to read meant to him; he encouraged students and tutors to be patient, that adults learning to read is a long, involved process.

OBJECTIVE #4 Between October 1, 1992 and September 30, 1993, a total of 6 tutor in-service meetings will be held.

Because of scheduling difficulties, 5 meetings were held. Some tutor meetings coincided with student support meetings.

"Children's Books that adult would enjoy" - 3 tutors attended.

"Challenger" series of books (New Reader's Press) was presented at November meeting. 4 tutors attended and suggested several topics for additional meetings such as teaching students to write and reinforcement of phonics .

At the request of tutors, a **"Special Reading Problems"** slide tape was presented. 12 tutors attended.

The Last Waterman book discussion was held. 10 tutors attended.

World Literacy Day - 15 tutors attended.

Tutor workshops were promoted through the newsletter and monthly call chain. Response was positive to workshops; they want to understand their students more completely and learn how to be effective with their students.

OBJECTIVE #5 Between October 1, 1992 - September 30, 1993, 4 literacy tutor training workshops will be held at various sites.

This objective was exceeded - with a total of 6 tutor training workshops held - 4 for new readers and 2 for ESL (English as a Second Language. This allowed 105 new tutors to be trained and additional students to be taught. There is an ongoing need for these workshops to replace tutors who have left. The library provided tutor manuals for each new tutor through this project and did photocopying of training manuals.

2. Budget

Proposed and actual expenditures were almost exactly the same.

	Actual	Proposed
Salaries	$ 8,680	$ 8,976
FICA	663	656
Materials	8,094	7,240
Printing	601	900
Contract.Svcs	0	300
Misc.	102	0
Total	$18,140	$18,140

The small differences reflect the fact that less printing was done than originally budgeted and contractual services for since transportation was provided by Head Start site or Literacy Council

manager. Miscellaneous charges reflect purchase of recognition mugs for volunteers.

3. Activities Undertaken

Materials purchased included deposit collections of children's materials at project sites, additions to the Library's ABLE collection (books, audio and videocassettes), gift books for parents, and tutor manuals for new tutors in training sessions. ABLE Material topics included skill books in math, spelling, writing as well as short fiction. Fiction titles had cassettes to accompany the titles. Most of the funds were expended for additions to the Library's ABLE collection. These materials were highlighted in the Literacy Council's newsletter to alert tutors and students.

Training Sessions

Volunteer Training Workshop - October 1992 - A three hour workshop to train volunteers to become trainers of parents in readaloud techniques was held at the Annapolis Branch Library. 15 volunteers and 5 home visitors were trained. Tutor training workshops were held:

October 1992 - ESL workshop - 8 persons were trained.

April 1993 - ESL workshop - 17 persons were trained.

February 1993 - New Readers workshop - 24 persons were trained.

May 1993 - 2 New Readers workshops - 32 persons were trained.

September 1993 - New Readers workshop - 24 persons trained.

Total number of persons trained was 105.

A New Readers workshop consists of 12 hours of demonstration and practice of tutoring techniques. Discussion addresses how teaching of adults differs from children; problem-solving issues, sensitivity training (Ameruss), and supplementary teaching techniques. The Literacy Council manager or a representative conducts this training. Library materials for tutors and students are part of the training.

An English as a Second Language (ESL) workshop includes 15 hours of demonstration and practice. Many of the same topics noted above are covered with the addition of cultural sensitivity training, methods for teaching speech sounds and conversations pattern. A Literacy Council representative conducts the training.

4. **Library Role**

The library staff was involved in several areas of this project. The project director met regularly with the Literacy Council manager to coordinate the library/Literacy Council roles.

In addition to grant management including budgeting and financial recordkeeping, library staff developed and presented training to volunteers on readaloud techniques. Publicity such as news releases and publicity fliers for recruitment of parents and volunteers were developed by the library's public relations staff. Branch staff assisted in promotion of the project at Library branches closest to sites. Deposit collections, gift books, and ABLE materials were selected and purchased by the library and

reflected Literacy Council tutor/student needs. Library branches served as sites for some student/tutor meetings.

5. Organization Involvement

Head Start - Provided project sites and promotion to parents.

Head Start Parent Policy Council - A group of 7 parent volunteers, trained in readaloud techniques and literacy services, came to two sites and assisted in training.

Home Visitors - Anne Arundel Co. Public Schools - Attended volunteer training in readaloud techniques, promoted program at Newtowne site.

Literacy Coordinator of Anne Arundel County - Provided a forum through quarterly meetings to promote the project to other providers.

OIC (Opportunities Industrialization Center) of Anne Arundel County and YWCA (West County Family Support Center) - Promoted literacy services and requested family literacy training.

6. Library Sites Involved in Project

Anne Arundel County Public Library Branches

Annapolis Area Branch Library
1410 West Street
Annapolis MD 21401

Brooklyn Park Branch Library
1 East 11TH Ave of Ritchie Hwy
Baltimore MD 21225

North County Branch Library
1010 Eastway
Glen Burnie MD 21060

Severna Park Branch Library
45 McKinsey Rd
Severna Park MD 21146

Head Start Sites

Annapolis Garden Center
213 Croll Drive
Annapolis MD 21401

Freetown Center
182 Whitaker Rd
Pasadena MD 21122

O'Bery Court Center
110-12 O'Bery Court
Annapolis MD 21401

Pumphrey Head Start Program
Lloyd Keasor Recreation Center
5757 Bellgrove Rd
Brooklyn Park MD 21225

Other Sites

Newtowne Twenty Recreation Center
Annapolis Housing Authorities
1217 Madison Street
Annapolis MD 21403

Opportunities Industrialization Center
1908 Forest Drive #H
Annapolis MD 21401

YWCA West Co. Family Support Center
8379 Piney Orchard Parkway
Odenton MD 21113

7. Impact of the Grant

Through this project, the library strengthened an existing partnership with the Literacy Council. Working together on "family literacy" improved communication between the organizations and increased the visibility of each organization in literacy efforts. The need for additional parent training in the importance of reading aloud to young

children is great. While at each site, parents were not identified who needed reading lessons, parents have been telling other parents about the "readaloud program" and its importance.

Library branch staff provided orientation and tours to family literacy parents and worked closely with the Literacy Council manager. Addressing the need for additional adult basic education materials in the Library in alternative formats was begun through this project.

Through this grant the Literacy Council manager was able to respond to the additional needs for family literacy training, to manage the needs of the Council including offering additional tutor training workshops than usual. With more tutors trained, more literacy students were paired with tutors. Tutor and student meetings enabled tutors and students to be more supportive of each other's role. Information was made available to tutors in the Literacy Council's Newsletter. At Head Start sites, all parents involved received handouts on reading aloud tips and techniques. Collections of new children's books area available at the sites.

The Family Literacy project allowed the Council and the library to seek other ways to continue their partnership, to enhance collections and communication. This project provided the mechanism for strengthening literacy provider relationships in Anne Arundel County.

You Can Make a Difference . . .

Volunteers Needed for Family Literacy Project!

Why Read Aloud?

- It's fun and enjoyable for everyone.
- It helps create a special bond between parent and child.
- It contributes to the child's own reading success.

Experts say reading aloud is the single most important step parents can take to help children succeed in school!

Volunteers Wanted:

- To teach parents how to read aloud to their children.
- To give just two morning hours a week for seven weeks at the Boys and Girls Club or Head Start sites in the Annapolis area.

Volunteers will be needed in fall 1992 and spring 1993.

Volunteers will be required to attend a two-hour training session on how to make reading aloud work for both parent and child.

To volunteer, or for more information, call 222-1750, Monday - Friday, 1 - 5 p.m.

Anne Arundel County Public Library

Anne Arundel County Literacy Council

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This project is funded through a grant from the U.S. Department of Education's Library Literacy Program.

FAMILY LITERACY PROJECT

Parents/Grandparents or Caregivers!

Reading aloud with your kids helps make kids good readers!

- Find out how to make reading aloud fun!
- Get your special free gift children's books to keep!
- Borrow other books to take home between sessions!
- Get help with reading lessons if you need them!

Come to the first Read-Aloud session on:

Wednesday, February 3 at 9:30 AM
at
Pumphrey Head Start Center

Three sessions on reading aloud to your children will be held February 3, 10 & 17.

For more information call 222-1750.

• Anne Arundel County Public Library • Anne Arundel County Literacy Council •

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- Borrow other books to take home between sessions!
- Get help with reading lessons if you need them!

Come to the first Read-Aloud session on:

Thursday, April 15 at 9:30 AM
at
Lloyd Keasor Recreation Center
5757 Bellegrove Rd. in Brooklyn Park.

Three sessions on reading aloud to your children will be held April 15, 22 and 29.

For more information call 222-7371.

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- Borrow other books to take home between sessions!
- Get help with reading lessons if you need them!

Come to the first Read-Aloud session on:

Wednesday, April 21 at 10:30 AM
at
Newtowne 20 Recreation Center
Newtowne Dr. & Brooke Ct.

Three sessions on reading aloud to your children will be held April 21, 28 and May 4.

For more information call 222-7371.

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Parents/Grandparents or Caregivers!

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- Find out how to make reading aloud fun!
- Get your special free gift children's books to keep!
- Borrow other books to take home between sessions!
- Get help with reading lessons if you need them!

Come to the first Read-Aloud session on:

Thursday, May 12 at 9:30 AM
at
Obery Ct. Head Start Center
110-112 Clay St. in Annapolis

Three sessions on reading aloud to your children will be held May 12, 19 and May 26.

For more information call 222-7371.

• Anne Arundel County Public Library • Anne Arundel County Literacy Council •

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Anne Arundel County Public Library

FAX 410-222-7188

5 Harry S Truman Parkway
Annapolis, Maryland 21401
410-222-7371

Washington: 301-970-8250
ext. 7371

TIPS FOR READING ALOUD

1. Set a regular time and quiet comfortable place to read together.

2. Entice the child in advance with what there is to look forward to.

3. Think of storytime as a time when you and the child have an automatic truce. Forget what happened earlier.

4. Bring a selection of books that the child can choose from.

5. Be flexible with what stories get read, how stories get read and with the choice of reader. A child's attention span is approximately 20 minutes. Example books: Ehlert, Eating the Alphabet; Brown, Goodnight Moon; Fisher, Look Around.

6. A story does not have to be read exactly as it is written; you can skip parts, change parts and/or repeat parts. Example books: Carle, Very Quiet Cricket; Eyles, Well I never!

7. Stop, if things get out of hand. Praise the child for paying attention, even if it's for a very short time.

8. Be dramatic:

   Use your body to make the reading interesting. Clap your hands, stomp your feet, make noises with your mouth. Example book: Martin, Chicka Chicka Boom Boom.

   Act like the characters. Examples: Pretend to cry or laugh, growl with the lion. Example books: Matsvoka, There's a Hippo In My Bath; Hyman, Little Red Riding Hood.

   Change your voice to dramatize the story. Examples: Read softly when the story describes rain or night. Use a low voice when the story is scary. Example books: Shulevitz, Dawn; Martin, Listen to the Rain.

9. Read the book to yourself before you read it to the child. Then you will read it more smoothly.

10. Read the books that you and the child like. Avoid forcing a story that you think is good for the child.

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Anne Arundel County Public Library

FAX 410-222-7188

5 Harry S Truman Parkway
Annapolis, Maryland 21401
410-222-7371

Washington: 301-970-8250
ext. 7371

Tips and Tricks to Make Reading Fun

1. Ask the child questions about the story you just read.

2a. Ask the child to recite the repeated phrases in the story.
Example:
Brown, Goodnight Moon
Cameron, I Can't, Said The Ant
Carle, Very Quiet Cricket
Piper, Little Engine That Could

2b. Allow the child to pretend to read the story himself. Have him act out parts.
Example:
Hyman, Little Red Riding Hood
Matsurka, There's A Hippo In My Bath

3. Let the child help you turn the pages.

4. Treat books with respect. Handle with tender care. Give them a special place where they always will belong.

5. Use your finger or the child's finger to follow the word on the page. This is a learning-hot-to-read exercise.

6. Read together: road signs, cereal boxes, Sunday funnies, etc.

7. Discuss what you've been reading at the dinner table so the child can impress others with what he has experienced.

8. Make books a privilege.
Example:
Make it a special treat to take the book in the car.

9. Write down what your child tells you about his day and read it back to him. Have him draw pictures of it and make it all into a book.

10. Buy the child books for birthdays, Christmas and other special occasions. Paperbacks are inexpensive and are just as loved as the hardcover versions.
Example:
Brown, Goodnight Moon
Coody, Little Red Riding Hood
Kovalski, Wheels On The Bus
Piper, Little Engine That Could

How to Choose the Right Book

1. Know your children's interests and select books about these things.

2. Select age-appropriate books.
   - For the very young children choose board books (they're durable!)
     Example: Hill. Where's Spot?

   - For the 2-3 year old's select books with simple big pictures and few words or very simple stories.
     Examples: Cherry. Great Kapok tree.
     Fisher. Look around.
     Piper. Little engine that could.
     Shulevitz. Dawn.

   - For the 4's & 5's select book that are more complex, more words, more details in pictures.
     Examples: Barraca. Adventures of taxi dog.
     Brown. Sally's room.
     Fleischman. Time train.
     Sachar. Monkey soup.

3. Note that some book styles can affect the child's mood. Brightly colored, complex & busy pictures create excitement. Simple or dark, or soft colors create serenity.
   Examples: Barraca. Adventures of taxi dog.
   Martin. Chicka, chicka boom boom.
   Matsuoka. There's a hippo in my bath.

4. Writing style has a similar effect. Words with hard sounds can create excitement; words with soft sounds, calm. Rhyming words create rhythm & inspire a child to dance. Example. Martin. Chicka, chicka, boom boom.

5. Some stories can help a child to solve problems, like fear of the dark, and first-day-at school fears. Ask your librarian to help you select books. Example. Brown. Sally's room.

6. Consider the books on the attached list - these have been consistently popular over time.

7. Experiment. Read parts of the book out loud to yourself and see if feels right. Example: Kovalski. Wheels on the bus.

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FAMILY LITERACY PROJECT DEPOSIT COLLECTION

AUTHOR	TITLE
	Afro-Bets ABC Book
Anno	Anno's Journey
Baker	Window
Bang	Yellow Ball
Barrett	Cloudy With a Chance of Meatballs
Brouillard	Three Cats
Brown	Golden Egg Book
Brown	Goodnight Moon
Brown	Sally's Room
Burton	Little House
Burton	Mike Mulligan and His
Carle	Very Quiet Cricket
Clifton	Everett Anderson's Goodbye
Cole	Silly Book
Ehlert	Eating the Alphabet
Galdone	Three Little Pigs
Hazen	Even If I Did Something Awful
Hill	Spot Looks at Colors
Hill	Where's Spot
Hoban	Bread and Jam for . . .
Hudson	Jamal's Busy Day
Keats	Dreams

Keats	Jennie's Hat
Keats	Pet Show
Keats	Peter's Chair
Keats	Snowy Day
Keats	Whistle for Willie
Kovalski	Wheels on the Bus
Martin	Chicka Chicka Boom Boom
McKissack	Mirandy and Brother
Messenger	Annabel's House
Pearson	Well I Never
Piper	Little Engine That Could
Polacco	Mrs. Katz and Tush
Ratnett	Jenny's Bear
Rey	Curious George
Ringgold	Tar Beach
Rockwell	Fire Engines
Sachar	Monkey Soup
Scarry	Scarry's Cars and Trucks
Schermbucker	Charlie's House
Sendak	Where the Wild Things Are
Turkle	Deep in the Forest
Williams	Chair for My . . .
Williams	Chicken Book
Williams	Music Music for Everyone

ADDITIONAL TITLES REFERRED TO IN VOLUNTEER TRAINING
(not in Deposit Collection)

Author	Title
Barraca, Debra	Adventures of Taxi Dog
Bate, Lucy	How Georgina Drove the Car
Blegvad, Erik	Three Little Pigs
Burningham	Shopping Basket
Cameron, Polly	"I Can't" Said the Ant
Cherry, Lynne	Great Kapok Tree
De Paola, Tomi	Chicken Feet in My Soup
Eyles	Well I never!
Fisher, Leonard	Look around
Fleischman, Paul.	Time train
Hyman, Trina Schart	Little Red Riding Hood
Isadora, Rachel	Ben's trumpet
Joose, Barbara	Mama do you love me?
Leydenfrost, Robert	Snake that Sneezed
Martin, Bill	Listen to the rain
Matsuoka, Kyoko	There's a Hippo in my Bath
McPhail, David	First Flight
Saski	Snow
Seymour	What's in the cave
Shulevitz, Uri	Dawn
Silverstein, Shel	Light in the attic
Van Allsburg, Chris	Ben's Dream

(FILE: LITTRAIN)

Anne Arundel County Literacy Council News

Fall 1993 | Anne C. Sieling, Editor | Volume 4 Number 3

World Literacy Day A Success

by Diana Weaver

On September 10, council members and friends met at the Guest Quarter's Hotel in Linthicum to celebrate World Literacy Day. **Jane Andrew** of Baby's First Step explained how the program operates to educate parents of newborns and pre-schoolers on the importance of reading aloud to children. **Jerry Januszewski**, a counselor for the Anne Arundel County Housing Authority, explained how his organization interfaces with the AACLC. **Dor Cook**, tutor, introduced a student graduate of the Laubach System, **Russell "Duke" Brown**. Duke talked about how learning to read has improved his quality of life (see "Meet Russell Duke Brown" on page 2). Duke gave tutors and students advice for establishing and maintaining an ongoing relationship of trust, respect, and pride.

Diana Weaver, President, introduced the new officers of the Board of Directors and the essential personnel who volunteer their time working at the two AACLC Laubach learning centers. Guests—students, tutors, and friends of literacy—shared refreshments and conversation at the end of the program. It was a successful evening. Let's do it again next year!

Volunteers Needed

Our Annapolis Learning Center office needs volunteer staff. Until September the office was open on Monday, Wednesday and Friday mornings from 9 A.M. until 12 noon. The job involves explaining the Laubach Literacy Program to inquirers, scheduling new tutor training classes, coordinating student assessment sessions, and ultimately matching students with tutors. It's not necessary for one person to work all three days. If you are interested in helping out on an ongoing basis, the hours can be changed to suit your schedule. The office has been closed since September, and we really need you!

The council is grateful and thanks **Doris Ford** for her work in the Annapolis office. Doris left the office in September, and we wish her the best in her future endeavors. She plans to continue tutoring, and we wish her good luck and say thanks for her leadership in the Annapolis area!

Library Adds New Literacy Materials

Some new titles of interest to tutors and students have been added to the Anne Arundel County Public Library's ABLE (Adult Basic Literacy Education) collection. These titles can be found specifically in the Annapolis, Crofton, North County and Severna Park branches, but upon request they can be sent to another location that might be closer to you.

For "fun reading" titles added include: *Birthday Boy, Bride in Pink, Don't Sell Me Short, Lady in Pink*. Look for books and read-along cassette tapes which have been added for most of these titles.

If you've had a request for government information from your students, you might try *Our United States, Government Today*, or *The Constitution Made Easier*. While these are written at a higher reading level, they might be of assistance with your more advanced students.

New copies of the *Focus on Phonics* series designed to increase students ability to read independently and to help with spelling have also been purchased.

If you are unable to find any of the Library's "ABLE" materials, ask for help at the information desk. These titles are purchased through funds received from the U.S. Department of Education "Family Literacy" grant awarded to the Anne Arundel County Public Library.

For more information, contact **Betty Morganstern** at the Anne Arundel County Public Library, 222-7371.

Help!

The Anne Arundel Literacy Council needs your money-raising ideas, large or small. Rack your brain. Could your workplace, church, school, or community organization help us in any way? Perhaps you could sponsor a bake sale, car wash, or casual day at work? Do you know someone who might make a donation? If you have an idea, please call **Pat Eskinazi at 987-8023.**

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Calendar 4

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Entertainment Books now on sale!

Once again, the AACLC is proud to be able to take part in selling both Baltimore North and South 1994 Entertainment Coupon Books. As usual, the books will sell for $35, of which $7 is tax deductible. Please call the Glen Burnie office to place your individual order or to inquire about how to obtain books to sell in your neighborhood or at your place of business. Please help out by buying one for yourself or as a gift for someone special or by taking part in the sales campaign. The council depends on dues, donations, and fund-raising campaigns to pay for books, newsletter mailings, office supplies, office rent, and telephone expenses. Call 553-0809 and place your order now!

Treasure Hunt

from Nancy Mocarsky

Tutors, here's a challenge for you and your student on your next trip to the library.

1. Go to the Consumer Information Area. Look at the *1992 Complete Car Cost Guide*. What is the dealer cost of a Ford Probe GT?

2. Also look at *Consumer Reports 1993 Buying Guide*. What is the first small car under the 'Recommended Cars'?

3. Find the Books on Tape. Write the name of a book on tape by Louis L'Amour.

4. Find the Large Print Books. Go to the bottom of the last shelf. Find the January 93 issue of *Reader's Digest*. What is the first article?

5. Sit down at a computer. Hit the F3 key for Subject. (Hit the F10 key if the screen is not ready.) For the Subject, type in birds. How many books are available about birds? What is the call number for the first book about birds?

6. Find the current issue of the magazine *Family Handyman*. Look at the Table of Contents. Write the title of an article that interests you.

7. Go to the ABLE collection. Look for *Treasure Island* by Robert Louis Stevenson. What is the title of the first chapter?

8. Find the *Mobil Travel Guide, Middle Atlantic States*, 917.5M. What restaurant is recommended in Ellicott City, MD?

9. Go to the biographies under 921. Is there a video about Martin Luther King? Write the title of the video or a book about King.

10. Go to the Reference Section. Find *Chilton's Import Car Manual* 1988-92, call number 629.287C. Turn to the Honda section on water pumps. What is the first thing you should do if you plan to install a water pump?

11. Go to the Children's Section. In the JE books (Easy Readers), find *The Three Little Pigs* by Margaret Hillert. How many words are listed on the last page?

12. Go to the Information Desk. Pick up a brochure Library Happenings.

13. Find the calendar on the bulletin board. Who will be using the meeting room on Thursday night?

14. In the lobby, find and take pamphlets: Reading is for Life, Adult Basic Education, GED Program.

Tutor News

New Tutors

Certified in September 1993 at the Severna Park Baptist Church were the following new tutors. Welcome!

Wilma Ashburn, Dot Brading, Gail Binnix, Clare Blau, Peggy Calderhead, Deborah Collins, John Cullens, Jo Flewellen, Deana Gentry, Betsie Fussell, Clare Hirschman, Bonnie Holden, Cathy Holstrom, Robert Kownig, Marie LaValle, Verna Leonard, Nicholas Meimaris, Judi Moon, Lore Singerman, Deborah Stevens, Donna Stewart, Patricia Taylor, Gordon Ueberroth, Sharon Zebb.

Senior Tutors

Bonnie Bjornstad
Anna Costen
Judy Mooney
Larry Strong
Donna Furbish
Sandra Schmidt
Stanley McGinn
Sandra Deeds
Joyce Malkinski
Richard Taylor
Tamia Karpeles

Kudos & Compliments

Thanks to....

Kitty Alluwine

Congratulations to...

Long-time tutor **Debbie Hampton,** who had a baby in August. Robert Ryan Hampton weighed in at 8 lbs. 2 oz.

Skill Books Completed

Tutor	Book
Marcy Vehlow	3
Lisa Hewett	1
Vicky Graff	1
Judy Brazell	2
Diane Middlesworth	4
Nancy Taylor	4
Carmel McClain	1
Kimberly Tremel	2
Margaret Sames	2
Michele Thrasher	2
Susan Dodwell	2

Tutors - please share this newsletter with your student(s). The newsletter mailing list does not include students. Students need to know about special student meetings, council meetings and hear about other students' progress.

The Council extends sympathy to Anna Costen upon the death of her husband, William Gerald Costen. Anna has been a dedicated tutor since 1984. Our thoughts are with her.

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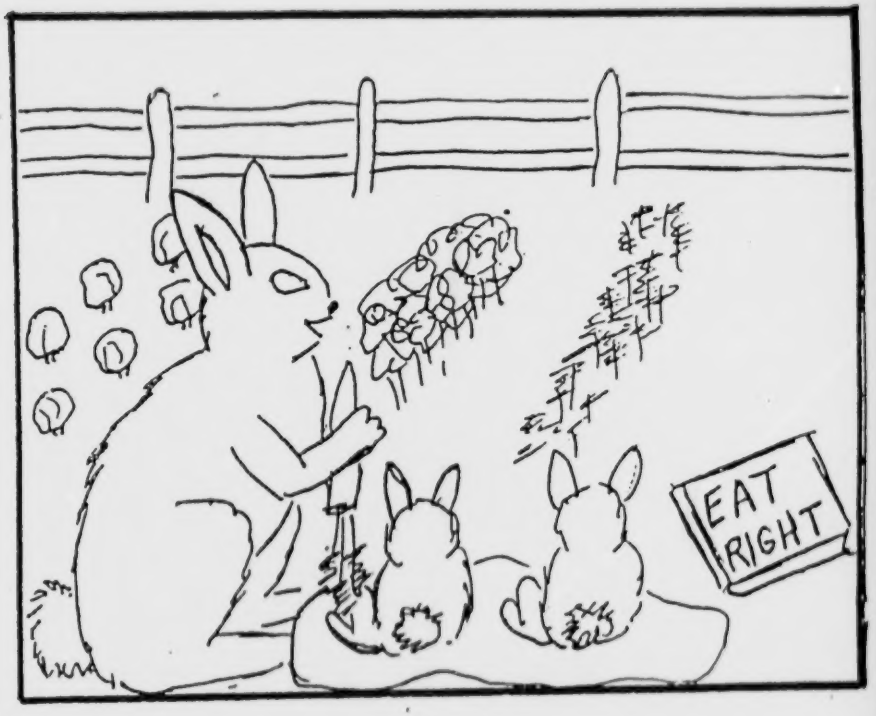
ANNE ARUNDEL COUNTY LITERACY COUNCIL
7310 RITCHIE HIGHWAY, SUITE 603
GLEN BURNIE, MD 21061

LITTLE RABBITS NEED MOMS & DADS WHO CAN HELP THEM



L E A R N

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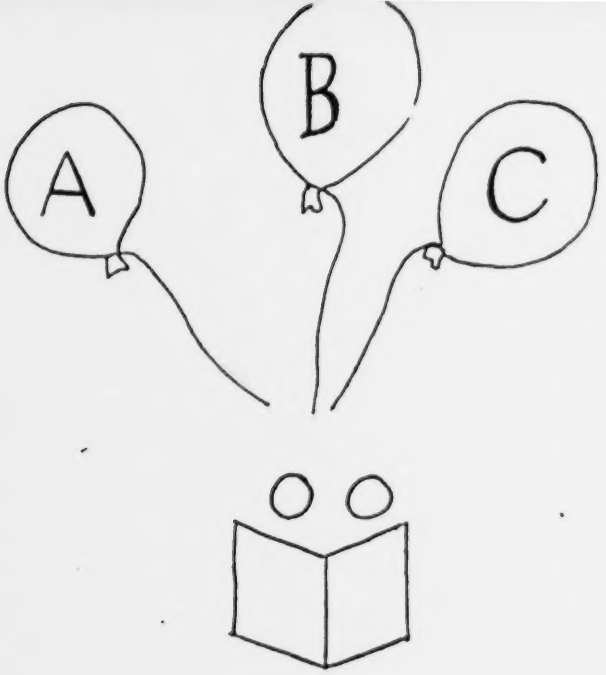

ANNE ARUNDEL COUNTY LITERACY COUNCIL

7310 RITCHIE HWY, SUITE 603
GLEN BURNIE, MD 21061
553-0809

80 WEST STREET
ANNAPOLIS, MD 21401
974-8750

- Each trained volunteer tutor teaches one student at a time.
- Learn to speak and write English as a second language
- Times and places are worked out individually.
- Begin at your level and improve to sixth grade reading, spelling and writing abilities.

Please send more information about:

_____ Free adult reading lessons

_____ Free adult English lessons

_____ Becoming a tutor

Name: _____

Address: _____

City, State: _____

Zip Code: _____ Telephone Number: _____

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Maryland Gazette

Pasadena

Serving the greater Pasadena and Riviera Beach communities

Wednesday
March 31, 1993
Page A12

Parents test their reading skills with kids

By KEITH PAUL
Staff Writer

As parents learned techniques to keep their preschool children interested in what they read to them, keeping the kids of the "Freetown Head Start" program on the same page appeared to be the biggest task.

"I would read to my son, but not like this," said Stephany Better, who along with five other mothers learned there is more to reading to children than just saying the words.

Nancy Mocarsky, executive director of the Anne Arundel County Literacy Council, first read to the parents as if they were preschool children.

"What is this?" she said pointing to the moon in a picture.

"The moon," the women answered.

The literacy council, along with the county library system, held the workshop to teach the parents to keep their children interested in reading.

"Don't just read the book, ask them questions. Get them involved," Ms. Mocarsky said.

The parents put their new skills to work by reading the book "Good Night Moon" to groups of five "Head Start" students — mostly 3- and 4-year-olds — at the Freetown center.

The pages of the new books handed out to the children stuck together a little bit, and the women were looking to make sure the students were on the right page.

The children — when they got on the right page — were answering questions about the story and were involved with the reading.

"It's important to get the children involved with the story and have them point out things in the story and identify the words with the pictures," Ms. Mocarsky said. "That way, when they get to school and are learning to read, they will have the vocabulary."

The parents said they read to their children, but by getting them involved and keeping their interest, the children will get more out of it.

"With me pointing to things in the book and asking them questions, they will learn their colors, words and shapes faster," Ms. Better said.

While reading, Robin Smith said, she has pointed to pictures such as a balloon, then the children have identified the real object when playing outside.

The children were saying the

(Continued on Page A13)

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Photo by John C

James Nicholson (left to right), 3; Latoya Butler, 4; parent Robin Smith; and Keona Jackson, 3, all share a story together.

...Read

(Continued from Page A12)

words and answering questions, like the parents did 15 minutes before when Ms. Mocarsky read the book to the adults.

"How many chairs are there?" Ms. Mocarsky asked the parents.

"Three," they said.

A little while later, Ms. Smith asked the students how many chairs.

"One ... two ... THREE," the children said.

The literacy council took the parents on a tour of the North County Branch Library last week and registered them for library cards so they could borrow books to read to their children.

"The tour of the library was great. I hadn't been in a library since I graduated from high school and didn't know about all the great things that are there," Bertha Cager said.

"I always bought the books for my kids, but now I taught them about the library books and that they need to be responsible for them," she said.

Some of the parents looked a little nervous when they started reading the books to the group, but the students showed that if they are involved with the reading they will stay interested.

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ANNE ARUNDEL COUNTY LITERACY COUNCIL

OFFICE INFORMATION

The **North County** office is located at:

7310 Ritchie Highway, Suite 603 Program Director: Nancy Mocarsky
Glen Burnie, Md 21061

Phone: 553-0809

Staff Hours:

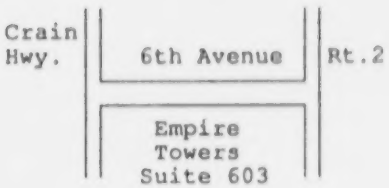
Monday	9:00A.M.- 12:00 Noon
Wednesday	9:00 A.M.- 12:00 Noon
Wednesday	6:00 P.M.- 8:00 P.M.
Friday	9:00 A.M.- 12:00 Noon

Please call first!

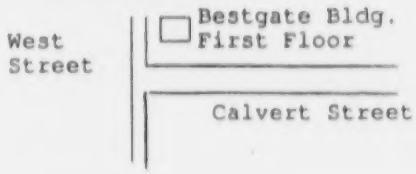
Other: 24 hour answering machine, please leave a message!

Ample space for tutoring, contact Nancy for arrangement.

North County



South County



Church Circle

The **South County** office is located at:

80 West Street-Bestgate Building Program Director: Doris Ford
Community Learning Center
Annapolis, Md. 21401

Phone: 974-8750

Staff Hours: Monday, Wednesday, Friday 9:00 A.M.-12:00 Noon
24 hour answering machine, please leave a message!

Ample space for tutoring, contact Doris for arrangement.
All workbooks, teacher's manuals, and supplemental materials are available at both locations.

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Anne Arundel County Literacy Council

NEW READER'S PRESS PRICE LIST
FALL 1993

		Focus on Phonics	More Stories
SKILL BOOK 1			
*Teacher's (4.60)	FREE	5.25	2.90
*Student's	$4.30	3.70	
*In the Valley, Checkup, Diploma	2.40		
	SET $6.70	*8.95*	
Workbook	3.70		
SKILL BOOK 2			
*Teacher's (4.60)	FREE	6.00(#)	3.40
*Student's	4.30	3.95(#)	
*City Living, Checkup, Diploma	2.40		
	SET $6.70	*9.95*	
Workbook	3.70		
SKILL BOOK 3			
*Teacher's (6.80)	FREE	6.85	3.30
*Student's	$6.00	3.95	
*Changes, Checkup, Diploma	2.95		
	SET $8.95	*10.80*	
Workbook	4.45		
Cursive Writing-Teacher's Guide	3.15		
Cursive Writing-Student's	3.60		
SKILLBOOK 4			
*Teacher's (8.40)	FREE	8.65	3.65
*Student's	$5.75	4.45	
*People and Places, Checkup, Diploma	3.00		
	SET $8.75	*13.10*	
Workbook	5.25		

NOTE
(#) Set 2a, Short Vowels,
Set 2b, Consonant Blends

Individual Diplomas	0.20
Individual Checkups	0.45

	Student's	Teacher's
CROSSWORD PUZZLES		
Skill Book 1&2	1.50	
Skill Book 3	1.50	
Skill Book 4	1.50	
CHALLENGER SERIES		
Level 1	5.50	*
Level 2	5.50	*
Level 3	5.50	*
Level 4	5.50	6.50
Level 5	6.80	5.25
Level 6	7.90	5.75
Level 7	7.90	5.75
Level 8	7.90	5.75

* Levels 1-4 are all in one Teacher's Manual.

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OPEN BOOK ANALYSIS ANSWERS
SKILL BOOK 3

1. The long vowel sounds and the fact that each can be spelled several ways.

2. -Make flash cards for practice on each chart word.
-Practice -s ending on verbs.
-Use Practice 1 of *Focus on Phonics-3.*

3. Lesson 1.

4. Lesson 2.

5. -Reading a menu and figuring the cost.
-Reading directions on how to prepare food.
-Writing checks.
-Reading grocery and other newspaper ads.
-Writing a thank you note.
-Figuring the cost of paint.
-Reading a road map.

6. Skills Practice.

7. From Lessons 1, 2 and 3 only (there are many others):
-Write the name.
-Write the missing words.
-Copy the word. Add -s or -es. What is the word?
-Drop the -s or -es. Write the word.
-Answer with one or two words. Write the answer.
-Answer yes or no.
-Say the word. Which word has the sound a? Circle the word.
-Look at the picture and say the word. Write the number of syllables.
-Copy the word. Add -ing.
-Write the missing word.
-Say the word. Write the number of syllables.

8. How to follow directions.

9. List--Teacher's Manual, p. 14.

10. The student will need his own notebook for the writing lesson. The tutor sill assist him/her to set up the page and write the headings before dictating the lesson.

11. Comprehension, writing.

12. List--Teacher's Manual, p. 15.

13. 18 (see p. 114 in LWR SB 3)

14. Cursive writing. If the student knows cursive writing, there are alternative writing lessons to use.

15. *Changes*, correlated reader.

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OPEN BOOK ANALYSIS ANSWERS
SKILL BOOK 4

1. ū /oo/, /ou/, /aw/, /ov/, v+rr
   4 sounds for s
   3 sounds for ch
   2 sounds for c
   2 sounds for q

2. Stress mark; paragraph writing.

3. Same spelling, different stress.

4. Write a summary.

5. /oo/ as in June.

6. Opposites; quotation marks.

7. Who, what, where, when, why.

8. Look at TM p. 13, #21.

9. Recipes, fractions, using standard measures.

10. Dictionary.

11. Roman numerals, synonyms, read dialogue, write original paragraph, doubling consonant on 2 syllable words.

12. Lesson 11.

13. Duet reading.

14. Paragraph, summary, ad, letter, diary, application.

15. Lesson 19.

WRITTEN EVALUATION OF TUTOR APPLICANTS

Name_____

Spelling and Printing Evaluation (2 pts. for spelling, 1 pt. for printing)

1._____ 6._____

2._____ 7._____

3._____ 8._____

4._____ 9._____

5._____ 10._____

Skill Book Knowledge (2 pts. each)
Circle the number of the Skill Book where the skill is taught:

1. long vowels	1	2	3	4
2. single consonants	1	2	3	4
3. short vowels	1	2	3	4
4. ch as /k/	1	2	3	4

Understanding the Teacher's Manual (2 pts. each)

1. When /b/ is in the TM, what should the tutor say?
   a letter name letter sound

2. When a single letter is in italics, what should the tutor say?
   a letter name letter sound

3. What does S. stand for? _____

4. What are brackets used to enclose? _____

5. During which lesson(s) in the Skill Book do you use the correlated reader?
   the first lesson the last lesson all lessons

Application (6 pts. each)

1. Your student struggled to spell words in SB 2, but now it's even worse in SB 3. What can you do?

2. Your student is in SB 2, Lesson 7. She misses many words when reading the story. How can you improve her reading ability?

3. Your student calls himself a "dummy" ten times during every lesson. What will you do?

4. How can a high school student or graduate be reading on an elementary level? How can this happen?

Key Words (1 pt. each)
What is the key word for each letter of the alphabet taught in Charts 1-5 of Skill Book 1?

a	j	s
b	k	t
c	l	u
d	m	v
e	n	w
f	o	x
g	p	y
h	q	z
i	r	

TIME AND TALENT SHEET

The primary function of the Anne Arundel County Literacy Council is to tutor adults who cannot read. However, in order to keep an organization such as ours working, many other jobs need to be done. Below is a partial listing of the Council's needs. Please indicate which one(s) you might be willing to undertake. Also, please note how much time you would be willing to commit.

_____Student Interviewing/Placement

_____Calling tutors (once a month approx 1 hr)

_____Label/Sort/Mail Newsletter (quarterly)

_____Fundraising

_____Public Speaking

_____Officer

_____Grant Writing

_____Writing Newsletter Articles

_____Tutor-training (We will train you first!)

_____Hospitality (Setup/Serve at various functions)

_____Legal Matters

_____Art Work

_____World Literacy Day Committee

_____Baby's First Step

_____Volunteer to help in office

_____Other (Be creative with your special skills/talents!)

_____

Availability (Please circle):
Weekly Monthly Quarterly Yearly

Name_____

Address_____

Day Phone_____ Evening Phone_____

Please use the back of this sheet for additional comments.

APPLICATION FOR SENIOR TUTOR

LITERACY CERTIFICATION

NAME_____PHONE_____

ADDRESS_____

CITY/STATE/ZIP_____

I hereby apply for certification as a SENIOR TUTOR-LITERACY, having fulfilled the following requirements:

_____ 1. I am a certified LLA tutor-Literacy

_____ 2. I have taught one or more English-speaking students at least 40 hours, using LLA approved materials.

SIGNATURE_____

DATE_____

Return this application to the Glen Burnie office, your certificate will be sent to you.

AACLC
7310 Ritchie Hwy, Ste 603
Glen Burnie MD 21061

SURVEY OF STUDENT NEEDS

At your second session with your student, plan to spend about 10 minutes conducting this oral survey. Explain that you want to provide materials which he will find helpful and interesting. As soon as possible the student will begin reading and writing things that he needs in everyday life. Explain that, in some cases, materials will be written especially for your student.

PLEASE ASK YOUR STUDENT THE FOLLOWING QUESTIONS AND WRITE DOWN EXACTLY WHAT YOUR STUDENT SAYS.

1. Why did you decide to take these lessons?

2. Name three things you would like to be able to read.

3. Name three things you would like to be able to write.

4. How did you first hear about this program and that you could be tutored?

5. Which of the following subjects would you like to read about now? (Circle all answers that apply)

religion	shopping	buying a car
how to get a job	driver's license	raising children
music	schools and colleges	legal rights
banking	family living	laws
famous people	U.S. history & culture	U.S. Government
poetry	Canadian history & culture	how to study

plays

housing

how to get along with people

health

cooking

sewing

cars

sports

first aid

maps

credit cards

citizenship

how to vote

farming

garden log

canning

hobbies

art

buying a house

_____

how to take tests

how to use a library

income taxes

family planning

community services

nutrition

social security

medicare

insurance

_____

TUTOR WORKSHOP EVALUATION

Sponsoring Organization_____ Date_____

Location of Workshop_____

Trainers_____

A good tutor or teacher is always seeking new ideas which will help the student learn. A good trainer tries to do the same thing for tutors. You can help by filling out the following evaluation of the workshop you just completed. Let us know what worked well for you and what could have been better. Your suggestions will help us improve the workshop for tutors who will follow you. Thank You!

A. Please check how well you feel you have learned each of the following:

	very well	fairly well	not well	not at all
1. The extent and implications of illiteracy in this country	____	____	____	____
2. The characteristics of beginning or low-level readers	____	____	____	____
3. The principles of teaching beginning or low-level readers	____	____	____	____
4. How to use the Teacher's Manuals to teach				
Skill Book 1				
Printing	____	____	____	____
Skill Book 2	____	____	____	____
Skill Book 3	____	____	____	____
5. What general skills are taught in Skill Book 4	____	____	____	____
6. How to administer, score and evaluate checkups	____	____	____	____
7. How to use supplemental materials	____	____	____	____
8. How to do language experience	____	____	____	____

9. How to keep records of your student's progress	____	____	____	____
10. History and philosophy of Laubach Literacy International and Laubach Literacy Action	____	____	____	____

B. Please describe any special strengths or weaknesses you noticed about the following:

1. Physical environment (room, displays, registration table, etc.)

2. Length/pace of workshop or individual sessions.

3. Attitude/teaching ability of the trainer(s).

4. Response/involvement of the tutors.

5. Arrangement or content of presentations.

6. Understanding by tutors of the principles being taught/ability to use the materials.

7. Other_____

THANK YOU !

C. What changes would you suggest for improving or strengthening a future workshop?

STUDENT CHECKUP REPORT

Name _____ Date Enrolled __/__/__

Address _____

S.B. 1

Score	P	S
1. _____	29	23
2. _____	25	20
3. _____	25	20
4. _____	27	21
5. _____	25	20
6. _____	27	21
Total _____	158	125
Date _____		

S.B. 2

Score	P	S
1. _____	36	27
2. _____	14	10
3. _____	20	15
4. _____	25	19
5. _____	22	16
Total _____	117	87
Date _____		

S.B. 3

Score	P	S
1. _____	28	21
2. _____	8	6
3. _____	8	6
4. _____	10	7
5. _____	24	18
6. _____	20	15
7. _____	25	19
8. _____	10	7
9. _____	6	4
10. _____	11	8
Total _____	150	111
Date _____		

S.B. 4

Score	P	S
1. _____	46	34
2. _____	7	5
3. _____	8	6
4. _____	16	12
5. _____	10	7
6. _____	32	24
7. _____	18	14
8. _____	24	18
9. _____	60	45
10. _____	27	20
Total _____	248	185
Date _____		

WRITING CHECKUP FOR S.B. 4

Score	P	S
1. _____	30	23
2. _____	15	11
3. _____	50	37
4. _____	25	19
5. _____	25	19
_____	5	4
6. _____	20	15
Total _____	170	128
Date _____		

P = Perfect Score
S = Satisfactory Score

ANNE ARUNDEL COUNTY LITERACY COUNCIL BYLAWS

ARTICLE I Name

The name of this non-profit organization shall be the Anne Arundel County Literacy Council, herein referred to as the Council.

ARTICLE II Purpose

The purpose of the Council is to alleviate illiteracy in Anne Arundel County by providing free, individualized reading and writing instruction to adults.

ARTICLE III Membership

Membership in the Council shall be open to all adults 18 and over who accept the purpose of the Council and pay the annual dues.

ARTICLE IV Elections

A. A nomination committee of two or more members shall be appointed by the president at the regular February meeting. At the April meeting, the committee shall present a slate of five officers for nomination, each of whom has agreed to serve if elected.

B. Elections shall be by ballot at the May meeting. Where there are no nominations from the floor, the slate as presented may be elected by acclamation.

C. The elected officers shall be president, vice-president, treasurer, recording secretary and corresponding secretary. All shall be elected for a term of one year and shall assume their office at the conclusion of the May meeting.

D. In the case of a vacancy in office, except for the office of president, there shall be an election at the next general meeting with nominations from the floor.

ARTICLE V Duties of Officers

A. The president shall prepare the agenda and preside at all meetings of the Council and the Executive Board; shall be ex officio member of all committees except the nominating committee; shall appoint chairpersons of standing and special committees and delegate responsibilities to said committees, subject to the approval of the board; shall be the authorized representative of the Council in the community, except where a delegate has been appointed; shall prepare the annual state of the council report for the preceding fiscal year which shall be submitted at the annual meeting of the members; and shall enlist advisors from the community to work with the Council on fund-raising, publicity and recruitment of tutors and students.

B. The vice-president shall assume the duties of the president whenever the latter is unable to serve; shall take on the office of president for the remainder of the term if that office shall become vacant; shall assist the president in the discharge of his duties; and shall serve as parliamentarian.

C. The recording secretary shall keep in permanent form an accurate record of the business at all meetings of the Council and Executive Board; shall provide a summary of the Council and Executive Board meetings for the council newsletter and keep attendance at all meetings.

D. The corresponding secretary shall see that all notices are duly given in accordance with the provisions of the bylaws and keep the membership apprised of the activities of the Council; shall conduct the Council's correspondence; shall keep one copy of all general correspondence and permanent records; shall be responsible for providing members with copies of the bylaws and any revisions or additions thereto.

E. The treasurer shall collect Council dues and keep membership records; shall disburse funds in payment of obligations of the Council in accordance with the budget; shall maintain financial records and make a report of receipts and disbursements at the Council

and Executive Board meetings; shall sign checks and deposit all receipts; shall prepare and file any and all financial statement as required by law; shall be a member of the budget committee; shall prepare an annual financial report for the May meeting.

F. All officers shall (a)Perform the duties prescribed in the parliamentary authority in addition to those outlined in these bylaws and those assigned from time to time; and (b)deliver to their successors all the official materials not later than ten (10) days following the election of their successors.

ARTICLE VI The Executive Board

A. The Executive Board shall consist of the elected officers.

B. The Executive Board shall make policy recommendations to the membership for final decision by the members.

C. The Executive Board shall oversee the management of the Council office.

ARTICLE VII Meetings

A. Regular meetings of the Council shall be held on the second Thursday of each month, unless canceled at the discretion of the Executive Board.

B. Special meetings may be called whenever deemed necessary by the Executive Board and shall be limited to the purpose of the call. All members shall be notified at least five (5) days prior to the meeting of the date and purpose of the meeting.

C. The annual meeting of the Council shall be held on the regular meeting date of the month of May of each year. The agenda shall include election of officers, adoption of budget, state of the Council, and other items which should be brought before the general membership.

D. The quorum for a meeting shall consist of five (5) members in good standing.

ARTICLE VIII Financial Administration

A. Members shall pay Council dues on a fiscal year basis at rates set by the officers of the Council. The fiscal year shall run from June 1 through May 31.

B. The budget committee shall be appointed at the beginning of the fiscal year as a standing committee. The treasurer shall be a member of the budget committee. This committee shall submit a proposed budget to the officers of the Council at least one month before the annual meeting.

C. The books of the treasurer shall be audited annually by a person or persons authorized by the Executive Board.

D. Disbursements from the treasury shall be made by the treasurer or the president.

ARTICLE IX Parliamentary Authority

Robert's Rules of Order, revised, shall govern the Council in all cases in which they are applicable and in which they are not in conflict with these bylaws.

ARTICLE X Amendments

The bylaws may be amended by majority vote of member present at any regular meeting of the Council, provided that written notice of the proposed amendment(s) be given to all members at least fifteen (15) days in advance of voting thereon.

ARTICLE XI Dissolution

A. The Council may be dissolved by a vote of two-thirds of the members present at a meeting called for this purpose provided that members shall have at least thirty (30) days written notice of the proposed action.

B. In the event of dissolution of the Council, all property of the Council shall pass to one or more similar non-profit organizations.

Anne Arundel County

Literacy Council

Tutor Manual

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I. WORKSHOP OVERVIEW

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Introduction to the Laubach Way to Reading series
Skill Book 1
Printing
Preparing for your Tutoring Adventure

Review and Reinforcements
Meeting Individual Needs
Alternative method for teaching Lessons 1-5
Skill Book 2
Learning Styles
Goal Setting
Library ABLE Collection

Speech Sounds
Speech Patterns
Skill Book 3
Principles for Teaching Adults
Student Assignments
Language Experience

Skill Book 4 Introduction
Reading Comprehension
Challenger Series
Lesson Planning
Duet Reading
Laubach Literacy International and Laubach Literacy Action
Workshop Evaluation
Presentation of Certificates

II. LAUBACH LITERACY ACTION - FACT SHEET

A. What Is LLA?

Laubach Literacy Action(LLA) is the nation's largest network of adult literacy programs providing instruction through trained volunteers. It was formally established in 1968 as the U.S. Program of Laubach Literacy International(LLI). LLI was founded in 1955 by literacy pioneer Dr. Frank C. Laubach to meet the needs of literacy-deficit adults around the world. LLA affiliates in the U.S. serve more that 750 communities in 45 states. In the 1988-89 year, volunteers tutored more that 100,000 adults.

B. Who Does LLA Serve?

Local Laubach affiliates work with learners who have very limited skills. Most enter the program reading below the 4th grade level. Instruction in basic literacy, English for speakers of other languages(ESOL), and math is offered in one-to-one or small group settings. Each local affiliate is autonomous and each is unique in the way it has developed to meet the needs of its own community. These affiliates range from small rural councils to large urban programs which serve a diverse ethnic population.

C. How Are Services Provided?

Programs recruit volunteers who serve as tutors or assist with the management and promotion of local literacy efforts. New tutors are trained in workshops which range in length from 10 to 18 hors and are conducted by LLA's national network of 3000 certified and apprentice trainers. In the 1988-89 year, almost 40,000 new tutors participated in theses workshops. National staff and field-based consultants provide technical assistance and management training for local programs.

Volunteer tutors select instructional materials appropriate to the specific needs of the adults they are tutoring. To teach core skills many choose to use materials developed by New Readers Press, the Laubach publishing division. These materials are self-paced and enable adults to master reading skills in a logical, sequential order. The also incorporate practice in everyday literacy tasks such as writing checks; filling our applications; and reading signs, recipes, and other commonly used materials. ESOL tutors use specialized materials which enable students to develop spoken English communication skills.

D. Who Works With LLA?

LLA works with a wide variety of organizations at the local, state, and national level. Partners in local programs include public education agencies, libraries, prisons, mental health centers and service clubs. At the national level, LLA works closely with the U.S. Department of Education, the American Library Association, the American Association for Adult and Continuing Education, Literacy Volunteers of America and others. LLA advocates for the role of volunteers in adult literacy programs, and the provision of services to all adults in need of basic skills instruction.

E. Who Supports LLA?

LLI is a private, non-profit organization which receives financial support from individual donors, corporate and foundation grants, membership dues, and the sale of New Reader Press materials. Some of the corporations and foundations which support the work of LLA include the Gannett Foundation, Gulf & Western, Time Inc., Exxon and Chase Manhattan Bank.

III. TO THE NEW TUTOR: PLACEMENT PROCEDURES

You are now ready to begin an experience which can be exciting, rewarding, frustrating, challenging, and gratifying. YOU are important to your student. YOU are his hope and his example. He usually comes to his first lesson full of doubts and fears. You have only and hour or more to put him at ease, to teach him something new, to show him he can succeed at something.

You are also important to your local literacy council--and ultimately to Laubach Literacy Action. Your are our only link to your student. We depend on you to use the materials correctly; to adequately prepare for lessons; to meet regularly with your student; and to keep accurate records of his/her progress.

A. PROCEDURES

1. Get your student assignment at the workshop or from the office. Be assured that if a student is not readily available in your area, as soon as one is screened, you will be assigned.

2. Contact your student immediately by phone. This is your responsibility. If you have a great deal of difficulty, call the office.

3. Set a date for the first lesson. Be sure you are both clear about the date, time, and place. If the date is more than a few days later, your might call and remind the student the day before or the day of the lesson.

4. You should have the student's book available for the first lesson. Ask the student to reimburse you at the first lesson. If the student is financially unable to pay, please contact the office.

5. Have and ENJOY your first lesson. It is a good idea to keep a notebook on your student, beginning with the first session. Include: strengths,special needs, what needs review and extra work, supplementary materials used, time and mileage.

6. We have established a "Tutor Call Chain" record-keeping system in which each tutor is contacted monthly. You will be given any pertinent news and asked for a report of student progress and your time. It is important that we track your tutor and volunteer time to help us in grant writing and funding. If you notice that you are not being called for a period of more than 1 or 2 months, please contact the office.

7. Once you have completed 40 hours of tutoring, complete the Senior Tutor Application and send it in to the office.

8. If you are having any problems, or if you wish to share your joys, contact either your tutor-trainer or the office.

"The greatest thrill I have ever had is to see the joy in a person's face when he first learns to read," Dr. Frank Laubach has written. May your "EACH ONE TEACH ONE" experience also be thrilling. HAPPY TUTORING !

B. GENERAL INSTRUCTIONS TO THE TUTOR

1. Know your student's name, nickname, or both and how to pronounce and spell them properly. Ask him what he wishes to be called.

2. Be sure he knows your name. Write your name and phone number in each new workbook.

3. Your students may have mixed feelings about coming for instruction and will need your constant reassurance and encouragement. Have absolute confidence in his ability to learn.

4. Sit next to your student so your can work with him - not across from him so that you teach him.

5. Praise the student frequently, but only for genuine success. Plan for your student to make progress at each lesson. Conclude the lesson with "What did you learn today?"

6. Be sure to give directions clearly, step by step. Assume that if the student does not understand, there is something wrong with your techniques or your explanation.

7. Do not ask the student about something you have not taught yet. Follow the sequence of skills introduced in the materials. Do not skip around to "test" the student.

8. Build on what the student knows. Do not teach something he knows already.

9. Some students may have dialects and accents making their speech different from your. Your primary purpose is to teach reading. Too many corrections of his speech are interpreted by the student as criticism, and will destroy his interest in learning. Do not correct speech. Limit your corrections to those that affect the meaning of words.

10. Do not do tedious drills on particular skills. Practice is already built into the reading material. If the student needs more help, give a little at each lesson.

11. Remember that it is your responsibility to plan carefully for the lesson, and at the same time to be flexible, taking your cues on content from the student. Build on your student's strengths and interests.

12. If your student is absent without letting you know, try to find out why by a

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telephone call or home visit. He may be afraid to return if he has been away too long. Be sure he knows where to contact you if he is going to be absent.

13. Avoid asking questions to which the student need only give one word answers, particularly "yes" or "no". Instead, ask questions that encourage longer answers: "Tell me about the TV show you saw yesterday," or "What are you planning to do this weekend?"

IV. LAWS OF LEARNING

Effective learning experiences have several things in common - whether we are learning to drive a car, make bread, repair a motor, or read a simple sentence. As tutors, you'll need to be aware of what these things are and how you can use them to design successful lessons.

A. The Law of Doing

Students don't learn as the result of what tutors do, but as a result of what tutors get them to do. This basic principle is equally important for students and tutors to understand. The student who expects to learn by simply sitting back and listening is likely to be disappointed. The tutor, on the other hand, who relies solely on the "I'll lecture, you listen" type of teaching is not likely to see much learning take place.

B. The Law of Effect

People tend to accept and repeat those responses which are pleasant and satisfying, and to avoid those which ar annoying. If an adult finds that he is learning to read and enjoying the process as well, he will tend to want to keep returning to class. In short, "nothing succeeds like success." Students should experience personal satisfaction from each learning activity and should achieve some success in each class period.

C. The Law of Exercise

The more often an act is repeated, the more quickly a habit is established. Practice make perfect - if the practice is the right kind. Practicing the wrong thing will become a habit too, one which is hard to break. The tutor should be sure that her students are performing an operation correctly.

D. The Law of Primacy

First impressions are the most lasting. This means that those first lessons are all-important. The tutor should arouse interest, provide subject matter which meets the student's needs, and help him learn it correctly the first time.

Adapted from: *A Guide for Teachers and Teacher Trainers*
(NAPCAE, 1966) Robert l. Derbyshire

V. REVIEW AND REINFORCEMENT IDEAS-GUIDELINES

A. Purposes

1. To slow down a lesson for a student who needs extra reinforcement. A student may need this reinforcing for confidence and security.

2. To reinforce a particular skill with which the student has difficulty. Do it as soon as it is apparent that a student needs help.

3. To help a student transfer skills learned in the Skill Book to other areas of reading.

4. To provide an interesting change of pace during a lesson.

5. To reinforce area in which the student has scored poorly in the Checkup.
   NOTE: Do not use supplementary materials to unnecessarily prolong the study of Skill Book 1. A student should move through this book as quickly as possible to achieve a sense of progress.

B. CRITERIA FOR SELECTING OR DEVELOPING REINFORCEMENT MATERIALS

1. Does it have a controlled vocabulary?

2. Is it appropriate to the skill level of the student? Avoid skills not yet introduced in the Skill Book.

3. Is it compatible with the Laubach method?

4. Does it suit the student's goals and priorities?

5. Does it have a practical application?

6. Does it stimulate and hold attention? Does the student like it? Consider any negative experience the student had in school. If the drill or activity turned him off in school, the same thing may still disturb him.

7. Is it on an adult level?

8. Can it be used for fun or a change of pace?

9. Is it easy for that student who needs self-confidence and an opportunity for success and praise?

10. How easily can it be taught and understood?

11. Does it allow for physical manipulation of the items used to teach the skill? For example, if you are teaching endings, can the student pick up an ending and actually add it to a word written on a card?

12. Does it reinforce through repetition?

13. Will the student recognize its relationship to the reading experience? There must be no isolated or tedious drill. The practice method should not appear to fragment the language into meaningless bits and pieces of sounds and letters.

C. REINFORCEMENT CATEGORIES

1. Reading

A characteristic of a good reader is not what he chooses to read but how much he reads. To acquire and maintain any skill(driving, typing, etc.), repeated use is mandatory. This is especially true for a new reader. A literate person is continuously reinforcing the reading skill by reading the words he sees all around him on billboards, headlines, labels, etc. A non-reader does not have this habit. "But until the adult has seen a word in print - several times and in combination with other words - it is a new word." (*Toward World Literacy*, Frank C. Laubach, p. 181). Following are some suggested reading reinforcement activities.

a. ABLE Collection at public library

b. Literacy Council Collection at office.

2. Writing

Writing to reinforce reading is particularly stressed in the Laubach Method. In both reading and writing the student has practice in transferring skills from the workbook to other settings.

a. Have the student write a letter or answer an ad.

b. Give a word or show a picture, and ask the student to write a sentence or paragraph about it.

c. The student may make up questions from stories and articles.

d. *I Wish I Could Write*, by Joan Barasovska

e. Language experience.

3. Ideas, Aids, and Devices

   a. *Focus on Phonics 1*, *2a*, and *2b*.

   b. *Crossword Puzzles* and Anagrams for Skill Books, Answer keys provided.

   c. Anagrams, Bingo, Lotto, Map-type games, and quiz games are some of the common games that can be adapted for reading practice.

   d. Tachistoscope. This device is effective for practicing words, vowels in Skill Book 2, prefixes and suffixes in Skill Book 4. It can also be used to help prevent word-by-word reading.

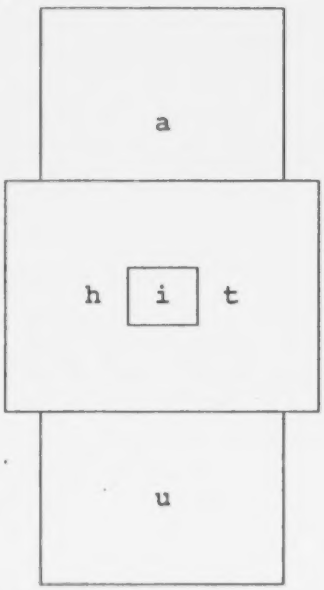

Figure 1 Tachistoscope

(1) Example for practice on short vowel sounds. Use this activity to show a student how to make a new word by changing one letter in a word he already knows. To do this fold an index card in half and tape the sides. Print h_t on the outside. Cut a hole for the missing letter. Print the following short vowels on a card which can be inserted in the folded index card: a i o u. As this card is pulled through, a new letter appears in the window and the student must read each new word.

(2) This practice can also help develop the ability to see several words at a glance. Show one phrase at a time.

Figure 2 Tachistoscope

D. REINFORCEMENT ACTIVITIES - EXAMPLES

1. *SKILL BOOK 1*: Consonant Sounds and Word Recognition

Cut out pictures from catalogs. Each picture should be a "one word only" picture. Pick items of interest to your student.

a. Make a bingo type game with consonant sounds. Student matches pictures with beginning or ending consonant sounds. See Figure 3.

m	r	w	p
c	t	s	l
s	n	t	b

Figure 3 Letter Bingo

b. "PICTURE" words may be pasted on cards. Make flash cards with pictures. Put word on back of card. Student matches picture with word card. Student may take these home and use for homework. They are self-correcting as he can check his accuracy by turning card over and seeing if the word he matched is the same as the one on the card. Note: Be sure student identifies the correct word with the picture, e.g., there world be confusion with "pot" and "pan" etc.

2. *SKILL BOOK 2*: Short Vowel Sounds

a. "Magic Squares"

Prepare a list of short vowel, three letter words. Draw a 3 x 3 square.

Insert a letter in each square making sure that some are short vowels. Use consonants to make some three-letter short vowel words. Fill out squares with other consonants that will not make up words, but have a vowel touching.

g	a	p
h	i	m
t	f	b

Figure 4 Magic Sqr 1

s	e	n
t	i	p
r	g	f

Figure 5 Magic Sqr 2

n	o	r
t	e	d
f	i	l

Figure 6 Magic Sqr 3

STUDENT'S INSTRUCTION: Select one square. Use the letter in this square and the letters in all touching squares. Combine these letters to make as many real words as possible. You don't need to use all the touching letters to make up real words.

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b. Practice on k and ck

Write the unfinished words below on flash cards or as a well-spaced list of words. Ask student to tell you whether k or ck(show flash cards of each) should be used to end the words. Add the ending he chose and help him determine whether or not it is correct. Using the correct ending, ask student to decode the word. These are sounds he has had--help him to do it on his own.

tru___	par___	lo___	mas___
ris___	bu___	sil___	Ja___
mar___	dar___	si___	mil___
stu___	bri___	ba___	du___
clo___	bla___	ro___	qui___
des___	tas___	wor___	

c. Sound Substitution Exercises (After Lesson 10 of SB 2)

Examples are given below of innumerable games of this type which can be made.

Print on 3 x 5 index cards the following parts of words to be completed by substituting different ending, middle, and beginning sounds to make new words.

Substituting Final Sounds.
All vowels are short. If student cannot give the beginning of the word, help him and let him add the ending sound.

Use these ending sounds with all the word frames. (See Note)

n, sh, t, ck, m, p, d.

hi___	sto___	cu___
spi___	mi___	ca___
gri___	sto___	bi___
ha___	bu___	ta___

Note: If you substitute all of the ending sounds, you will come up with some nonsense words. If nonsense decoding would confuse your student, do not use the endings which would make nonsense words. If your student can decode easily and is not confused by the nonsense words, use them.

Substituting Vowels.

Substitute all five vowels.

ch___p	s___p	d___n	h___p
m___t	h___t	ch___ck	sh___p

d. Short Vowel Sounds/Consonant Blends "Bingo"

Cut out pictures with short vowel sounds. Make bingo type game and have student place pictures over the short vowel sounds.

i	e	o	a
u	a	u	i
o	e	i	a

Figure 7 Vowel Bingo

Do the same for blends introduced in Skill Book 2.

br	st	cl
cl	gl	dr
fr	bl	tw
st	tr	gr

Figure 8 Blend Bingo

3. SKILL BOOKS 3 & 4: Comprehension and Vocabulary Development

You can find may uses for magazine pictures.

a. Sequence.

Show a picture and ask the student to tell what came before or what might happen after.

Give a student several related pictures and have him arrange the pictures in logical sequence and tell you the story.

Tell the student a story and have him arrange the pictures in the sequence of the story.

b. Main Idea-Details

Choose a picture which has several activities but one main idea. Have student state what the main idea of the picture is. Details may then be noted.

c. Inference

Have student make inferences from the picture - or tutor may make inferences and have student tell why such an inference could be made.

d. Predicting Outcomes

What might happen because... is happening in the picture.

Students can match phrases or sentences to pictures.

e. Emotional Reactions

Student can tell how the person in the picture might feel.

Relate picture to student's own experience.

f. Classification-Pictures from Catalogues

Have student classify the pictures: clothing, kitchen utensils. etc. There may also be sub-groupings: tools 1) garden 2) construction, etc.

g. Vocabulary Development-Descriptive Words

Introduce new adjectives and then practice with those words. And/or ask student to describe things in the picture using adjectives.

VI. HOW TO USE LANGUAGE EXPERIENCE

A. Telling the Story

1. A story or personal experience
    a. Favorite activity or hobby
    b. Describe a job, family interest or a trip
    c. Give a recipe or step-by-step directions for doing something
2. An Aided Story
    a. Show a picture and have student describe it or tell how he feels about it
    b. Read a story to the student. Have him retell it in his own words. (news, sports)
    c. Student retells something he saw on T.V.
    d. Give a sentence starter (I can, I want, I don't...) Student finishes the sentences.

B. Writing the Story

1. Use a manuscript.
2. Make 2 copies using carbon paper.
3. Write it exactly as the student tells it, using his own words.

C. Reading the Story

1. Read the whole story to the student. Draw finger under the line, pointing out the words.
2. Read, one sentence at a time. Student reads after you. Draw finger under the line.
3. Word Cards.
    a. Pick out important words (nouns, verbs).
    b. Put on cards in manuscript.
    c. Student matchers cards to words in the story.

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d. Mix up cards, student reads.

e. Repeat for other story words (the, and, etc.)

4. Tutor and student read story together.

5. Student reads whole story alone.

D. Review

1. Student takes cards and story home to study.

2. Tutor takes the copy for rewriting or typing. Stories become a student's personal reader.

3. At the next lesson review the word cards as part of the sight word lesson.

E. Hints

1. In the beginning keep the story very short, no more than 3 or 4 sentences.

2. Although an experience story can be used at any time, it may be easier for the student if you begin using these stories after Lesson 5, SB1. At that point the student has learned all the beginning sounds and one sound for each vowel.

3. If the student's sentence structure is very bad and you feel it must be corrected, do not change his version. Rewrite the entire story and tell him that this is another way to say it and that many people would say it this way. Practice both versions.

VII. USING WORD PATTERNS

A. Rationale

Many students have difficulty in isolating the vowel sound in the middle of the word. For them, using the vowel sound with the word ending will make sounding out words much easier. If they know the rhyming pattern all they have to do is know the different beginning consonant sounds and they can read the words. This practice is good for all students as it helps them apply their skills to many new words. Do not begin this practice until after Lesson 5 of Skill Book 1. At that point all the one letter beginning consonant sounds have been introduced, as well as three beginning digraphs (two letters for one sound such as SH). As new digraphs and blends (such as WH and BR) are introduced in SB 2, be sure to use them in making new words to practice.

B. Teaching

1. Choose known words with rhyming end patterns (example: hand)
2. Put the word on a card.
3. Put rhyming word under it.
4. Say to the student: "If h-a-n-d is hand, what is b-a-n-d?
5. If the student responds correctly, add another word in the pattern. Change the beginning consonant sounds in alphabetical order. (example: hand, band, land, sand).
6. If the student cannot give the correct responses, review the beginning consonant sound and the rhyming ending (b-and).

C. Hints

1. You can use nonsense words and have the student tell you if it is a real word. (Example: gand). Be careful of this exercise because some words would be real but incorrectly spelled (cand, fand, pand....canned, fanned, panned).
2. Take care not to confuse students with endings that are spelled more than one way (ocks, ox as in locks, lox; socks, sox).
3. Use the list provided. See Page 18. Confusing endings and long vowel patterns have been omitted.

D. SKILL BOOK 1 WORD PATTERNS

(The number in parentheses indicates the lesson where the pattern first appears.)

-ack(In the Valley)	-am(8)	-an(2)	-and(1)	-ank(5)
-at(3)	-eck(2)	-ed(6)	-eg(2)	-ell(3)
-est(In the Valley)	-en(12)	-ent(3)	-et(5)	-ick(2)
-ill(7)	-im(5)	-in(1)	-ip(5)	-ish(1)
-ing(In the Valley)	-ob(6)	-op(5)	-ot(11)	-ump(2)
-un(8)	-up(1)			

Digraphs:

ch(5)	sh(5)	th(5)(thank)

E. SKILL BOOK 2 WORD PATTERNS

Consonant blends or digraphs are indicated by an *.

Lesson 1	Lesson 2	Lesson 3	Lesson 4
-ig	*br	*pr	-unt
-ift	*wh		-ud
-iss			-ut
-it			-uck

Lesson 5	Lesson 6	Lesson 7	Lesson 8
-ink	-esh	-end	-ack
*tr	*tw	-em	-ag
*st		*th(mother)	*bl
*fr			*sm

Lesson 9	Lesson 10	Lesson 11	Lesson 12
-ass	-ix	*sk	-us
-ath	-ock		
-unch	*dr		
*gl	*cl		
*gr			

Lesson 14	Lesson 15
-ad	-ast
-ess	-ist
*sl	*pl

VIII. HOW TO MAKE SPEECH SOUND

There are four stages in the articulation of a speech sound: (1) get the lips into position; (2) produce the sound; (3) stop the sound; and (4) relax position.

The sounds are presented in the order in which they appear in *The Laubach Way to Reading Skill Books*. (^{2} = second sound for a spelling. Example: thank th^1, mother th^2.)

Vocalization (Voc.) Code: v=voiced; un=unvoiced; c=continuant; s=stop; n=nasal

Refer to Figure 9 on page 24 for a diagram of where the sounds are made.

Spellings		Used as in	Voc. Code	Articulatory Position
Prim.	Sec.			
b	-	bird	v s	Stop air with lips together; open with small puff of breath. Voiced equivalent of /p/.
c	ck	cup	un s	Tongue tip down, back of tongue touching lower teeth. Stop air with hump or arch of the tongue and emit breath from back of throat. Unvoiced equivalent of /g/.
d	-	dish	v s	Lips and teeth slightly parted. Stop air with tongue tip touching roof of mouth just behind upper teeth. See lower surface of tongue. Tongue is dropped as breath is expelled. Voiced equivalent of /t/.
f	ph gh	fish	un c	Lower lip touching upper teeth lightly. Breath sound--a continuant. Unvoiced equivalent of /v/.
g	-	girl	v s	Tongue tip down, touching back of lower teeth. Stop air with hump or arch of the tongue and emit breath from back of throat. Voiced equivalent of /k/ or /c/ above.
h	-	hand	un c	Has no position of its own. Position the tongue for the vowel following it and give breath sound. A continuant.
j	g(e) (i) (y)	jumping	v	A combination of /d/ and /zh/. Lips forward. Start with tongue tip up; lower as breath is expelled. Voiced equivalent of /ch/.

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Spellings		Used as in	Voc. Code	Articulatory Position
Prim.	Sec.			
k	c ck ch	kicking	un s	tongue tip down touching back of lower teeth. Stop air with hump or arch of tongue and emit breath from back of throat. Unvoiced equivalent of /g/. Same as /c/ above.
l	-	leg	v c	Tongue tip touches just behind the upper teeth. Air comes out along the side(s) of the tongue.
m	-	man	v n c	Lips together. It is made with the some lip position as /b/ and /p/, but /b/ and /p/ are stopped sounds. A continuant. A nasal.
n	kn	neck	v n c	Lips and teeth slightly parted. Tongue tip up touching roof of mouth just behind upper teeth. Lower surface of tongue shows. It touches the gum ridge with the tongue position like /t/ and /d/ but /t/ and /d/ are stopped sounds. A continuant. A nasal.
p	-	pan	un s	Stop air with lips together; open with big puff of breath. Unvoiced equivalent of /b/.
r	wr	river	v c	Tongue tip down. Lips forward and almost squared. Round lips before voicing. A continuant.
s	c(e) (i) (y)	snake	un c	Teeth close but not touching. Tongue tip down. A continuant. Breath sound. Unvoiced equivalent of /z/.
t	-	tent	un s	Lip and teeth slightly parted. Stop air with tongue tip up touching roof of mouth just behind upper teeth. Lower surface of tongue shows. Tongue is dropped as breath is expelled. Unvoiced equivalent of /d/.
v	-	valley	v c	Lower lip touching upper teeth lightly. A continuant. Voiced equivalent of /f/.
w	-	woman	v c	Lips forward and rounded, with "one-finger" opening. As /oo/. A continuant.
y	-	yells	v c	Lips drawn back, teeth close together. As /ee/. A continuant.

Spellings		Used as in	Voc. Code	Articulatory Position
Prim.	Sec.			
z	s	zipper	v c	Teeth close but not touching. Tongue tip down. A continuant. Voiced equivalent of /s/.
a	-	apple	v c	Wide jaw opening. Tongue down. A continuant.
e	ea[2]	egg Ed head	v c	Lips and teeth slightly closer together than for /ă/. For better use with students, compare only sound already learned--not long vowels.
i	y	in city	v c	Lips and teeth slightly closer together than for /ĕ/. When you say the word city alone, the y sounds like /ē/; in a sentence the y usually sounds like /i/.
o	-	olive	v c	Wide jaw opening. Prolong the sound. A continuant.
u	-	up	v c	Medium jaw opening. Relaxed lips. Prolong slightly. A continuant.
x	-	box	un	Teach as /ks/.
qu	-	quarter	un	Teach as /kw/. Lips rounded like /oo/[2].
th[1]	-	thanks	un c	Tongue touches both upper and lower teeth. A continuant breath sound. Unvoiced of /th[2]/ below. A consonant digraph.
sh	ch	shop	un c	Lips forward and squared. Teeth close but not touching. Tongue down. Tongue has wider groove than in /s/ sound. Continuant breath sound. Unvoiced equivalent of /zh/ (leisure). A consonant digraph.
ch	tch	children	un	A combination of /t/ and /sh/. Lips forward. Start with tongue tip up; lower as breath is expelled. Unvoiced equivalent and /j/. A consonant digraph.
wh	-	whistle	un c	Teach as /hw/. A continuant and a consonant digraph.
th[2]	-	mother the	v c	Voiced sound of /th[1]/ above. A continuant and a consonant digraph.

Spellings		Used as in	Voc. Code	Articulatory Position
Prim.	Sec.			
ar	-	car farmer	v c	Teach according to person's local pronunciation.
ur	er ir	curtains	v c	Tongue tip down. Lips forward, almost squared, more relaxed than for /r/.
ng	-	ring	v n c	Tongue tip down behind lower teeth. Hump or arch tongue. Nasal equivalent of /k/ or /g/. A continuant. A nasal. A consonant digraph.
a-e	ai ay	cake	v c	Do not teach as a diphthong. Teeth about a half inch apart. Hold twice as long as /e/. Tongue down.
i-e	igh y	five spy	v c	A diphthong combination of /o/ and /ee/. Jaw wide at start, then move to a narrow opening.
ee	ea[1]	three	v c	Lips drawn back, teeth close together. A continuant. Hold twice as long as /i/.
o-e	oa ow[2]	nose	v c	Lips forward and rounded, with a "two-finger wide" opening. A continuant.
or	-	horn	v c	Lips forward with a "three-finger wide" opening.
oo[2]	-	wood	v c	Lips forward, almost squared. A continuant. Tongue more lax than for /oo/.
oo[1]	-	room	v c	Lips forward and rounded, with a "one-finger" opening. Prolong the sound. A continuant. Tongue is more tense than /oo[2]/.
aw	a, o au, al all	law	v c	Lips forward, wide jaw opening. A "three-finger" opening. A continuant.
u-e	u, ew	rule pupil	v c	Teach as /ee/ plus /oo/. A diphthong. A continuant.
ou	ow[1]	mountain	v c	A diphthong. Combination of /o/ plus /oo[2]/. Start with wide jaw opening, move lips forward with a small opening. A continuant.

Spellings		Used as in	Voc. Code	Articulatory Position
Prim.	Sec.			
oi	oy	oil	v c	A diphthong. Combination of /aw/ and /i/. Start with lips forward for /aw/, then draw back for /i/.
su	si	measure television	v c	/zh/. Same as /sh/, but voiced.

Notes: All vowel sounds are continuants. Diphthongs are continuant, however, only on the second sound.

Diphthong: Two vowel sounds joined in one syllable to form one speech sound (oi, ou, I).

Digraph: A group of two successive letters whose phonetic value is a single sound (ch, sh, ng)

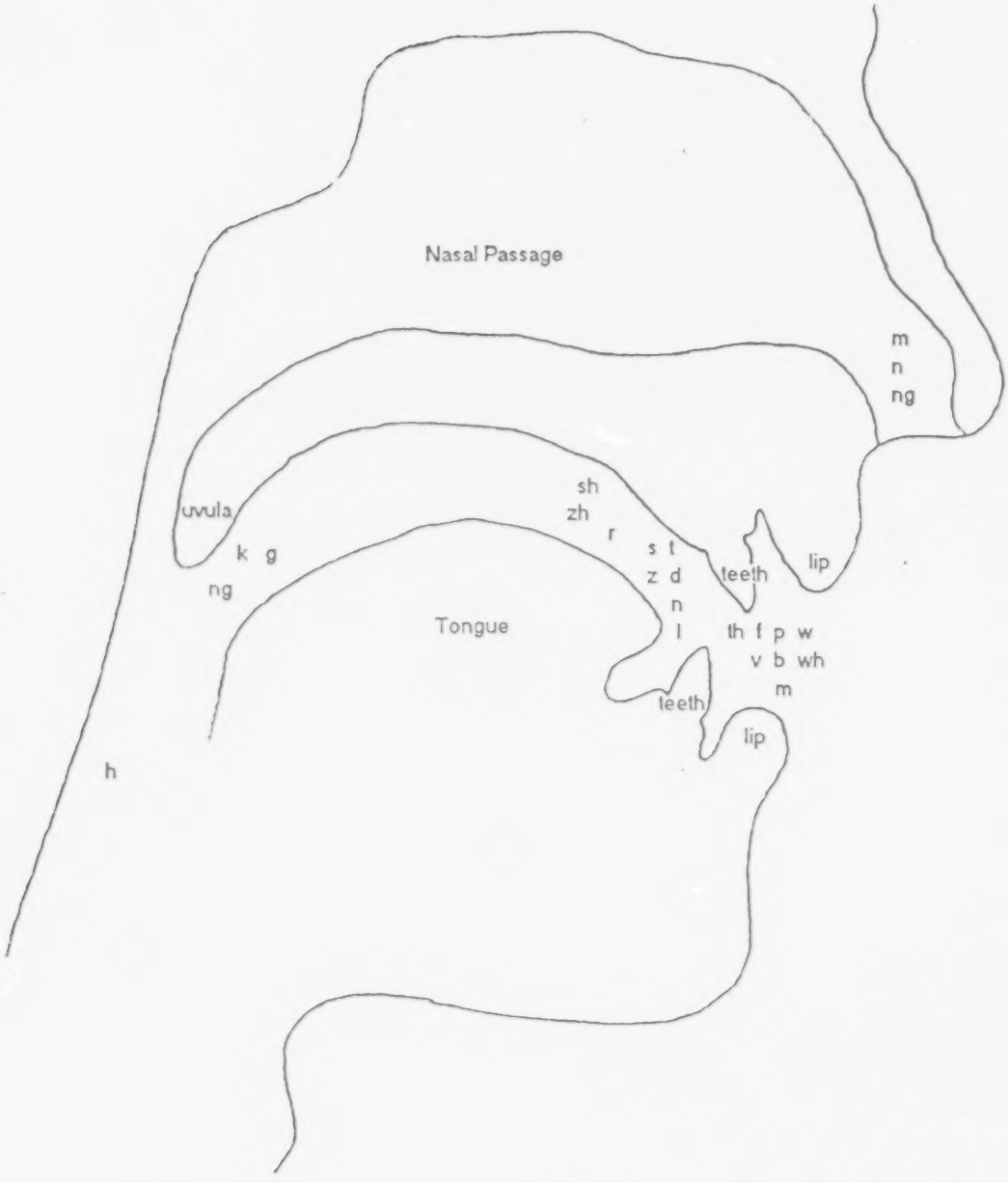


Figure 9 Location of sounds

IX. DUET READING

(Also called Neurological Impress Method)

A. Overview

1. The purpose is to increase the student's fluency of reading and vocabulary by reading aloud with the tutor. To help the student read faster, with more confidence, and to begin to discover that reading is fun.

2. To be used with students who have some reading ability but who are reading hesitantly, word for word, or with no expression.

3. It Works! A California study showed an average gain of 2.2 grade levels among students with severe reading handicaps who had received 7 1/2 hours of instruction in this method over a 6-week period. The method has also been used with students who have a stuttering problem.

B. DESCRIPTION OF METHOD

1. CHOOSE SOMETHING THAT'S A LITTLE "TOO HARD" FOR THE STUDENT
   Help the student select something to read that is about 2-3 grade levels above the student's reading ability. The material should be on a topic of interest to the student. The material may be a book, a magazine or a newspaper article, a pamphlet or a brochure.

2. BEGIN READING TOGETHER
   The tutor and student begin to read the book aloud together. The tutor reads at a normal speed, tying to use expression and following punctuation. The student reads along, trying to keep up with the tutor.

3. USE YOUR FINGER
   The tutor must move his/her finger beneath the lines being read. This helps the student keep up, and acquire practice in reading from left to right, and in bringing his eye back to the beginning of each new line without losing his place.

4. KEEP GOING
   The tutor should continue to read at a normal rate even if the student hesitates over a word or falls slightly behind. After a few sessions using this method, it will become easier for the student to keep up. It will be a challenge, and he will begin to look ahead at coming words to keep from falling behind.

   If the student stops completely, the tutor should also stop, give both a chance to rest, offer the student encouragement and begin again. Try spending at least ten minutes at the end of each tutoring session using this method.

5. NO QUESTIONS
   Do not stop to explain the meaning of a word unless the student requests it. Do not ask any questions to see if the student understood the story. The material is to be used ONLY as an oral reading exercise.

6. IS THE BOOK TOO EASY OR HARD?
   If the student keeps up with little effort, the tutor should use more difficult material so that it will be a challenge. If the student has a great deal of difficulty in keeping up, recognizes few words, and is becoming very frustrated, the tutor should use easier material.

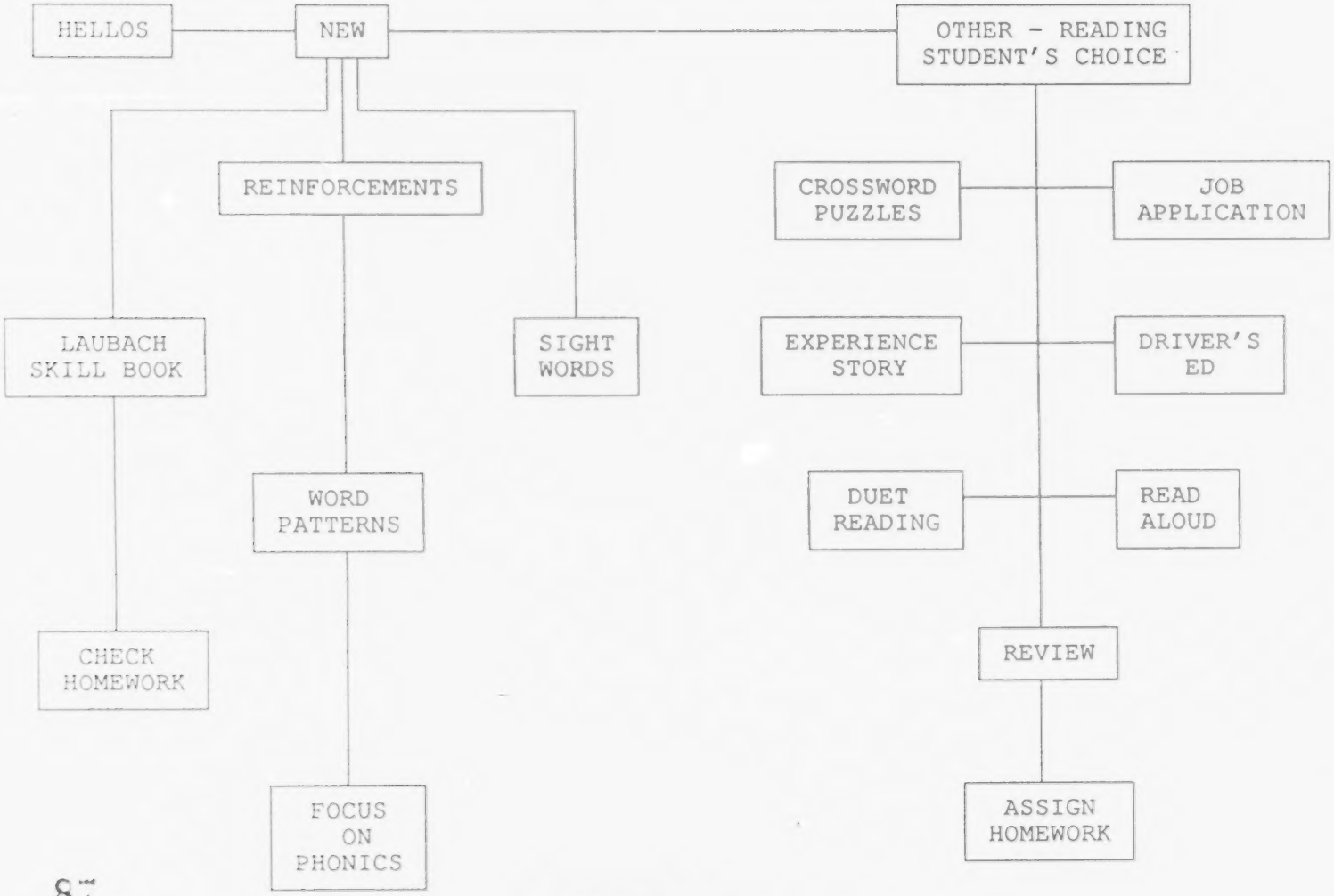
7. KEEP IN MIND
   Do not ask the student to read aloud from the material by himself. Since it is above his reading level, it may be a frustrating experience.

   Occasionally the tutor may wish to spend a few minutes reading aloud to the student. This should be from material of interest to the student; it can be several levels above his reading level.

   It will help motivate the student to improve his own reading in order to be able to read and enjoy similar material on his own.

   Many students with reading problems were never read to as children, so this can be a valuable experience in helping them in several ways. It can motivate then to practice reading on their own. It can introduce stories that parents can orally tell their children.

X. LESSON PLAN FLOW CHART



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XI. OPEN BOOK ANALYSIS QUESTIONS

A. SKILL BOOK 3

QUESTION	SOURCE *
1. What is the major new phonics concept taught in SB 3?	TM 10
2. Name three things you can do if your student needs more practice after Lesson 1.	TM 23
3. In what lesson is the student introduced to the concept of paragraphs and indentation to identify them?	TM 18
4. In what lesson are syllables introduced?	TM 24
5. Name four of the everyday items that the student will learn about in the Reading for Living sections.	TM 20, 26, etc.
6. What important section in the lesson presentation occurs after Reading for Living in each lesson?	TM 21, 27, etc.
7. List at least then different kinds of written exercises which the student is asked to do in the Story Checkup, Practice, and Homework sections (i.e. writing words, writing answers in a sentence.)	TM
8. What skill does the student need to develop to do the exercises listed above successfully?	
9. Name at least four comprehension skills taught or reviewed in SB 3.	TM 14
10. What is different about the Writing Lesson in Skill Book 3 as compared to SB 2?	TM 21-22
11. What two skills are being reinforced when the student is asked to "Answer with a sentence" for homework such as in Lesson 4?	TM 40 or SB 25
12. What suffixes (word endings) are taught or reviewed in SB 3?	TM 15
13. What is the total of variant spellings introduced for the long vowel sounds a, e, i, and o?	TM 117 SB 114
14. What new skill is introduced in Lesson 22B? What do you do if your student already has this skill?	TM 125
15. What other book is needed to complete Lessons 23 and 24?	TM 125-126

* TM=LWR Teacher's Manual; SB=LWR Skill Book 3; Numbers indicate page numbers.

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B. SKILL BOOK 4

QUESTION	SOURCE *
1. List five major phonics concepts taught in SB 4.	TM 11
2. In Lesson 1 identify the new pronunciation aid introduced; the new writing skill introduced.	TM 19
3. In Lesson 2, how is the new aid from Lesson 1 expanded in usefulness?	TM 27, Prac. 3
4. In Lessons 3 and 4, what new independent writing activities are required of the student?	TM 36
5. In Lesson 4 identify the new sound introduced.	TM 41
6. In Lesson 5 identify the new word skill; the new writing skill introduced.	TM 49, Prac. 4 TM 50
7. List key words used to help the student understand facts in an article from the newspaper in Lesson 7.	TM 60
8. List five general reference sources besides that of Lesson 7 that are used in SB 4 to help the student process information in his everyday life.	TM 13
9. What concept is taught in the Reading for Living section of Lesson 17?	TM 141 SB 112
10. What will the tutor need to bring to Lesson 21?	TM 179
11. In the very important Lesson 20, list at least 4 new skills or topics considered.	TM 167
12. Which lesson introduces irregular noun plurals?	SB 71
13. What are the methods suggested to increase reading fluency in Lesson 7?	TM 64
14. List 3 independent writing skills expected of the student in SB 4.	TM 14
15. In which lesson are the skills introduced which lead the students to note-taking or outlining?	TM 160

XII. COMMON QUOTES

1. Scintillate, scintillate, asteroid minifid.
2. Members of an avian species of identical plumage congregate.
3. Surveillance should precede saltation.
4. Pulchritude possesses solely cutaneous profundity.
5. It is fruitless to become lachrymose over precipitately departed lacteal fluid.
6. Freedom from incrustations of grime is contiguous to rectitude.
7. Eschew the implement of correction and vitiate the scion.
8. It is fruitless to attempt to indoctrinate a superannuated canine with innovative maneuvers.
9. The stylus is more potent than the claymore.
10. The temperature of the aqueous content of an unrettingly ogled saucepan does not reach 212 degrees fahrenheit.
11. All articles that coruscate with resplendence are not truly auriferous.
12. Where there are visible vapors having their prevalence in ignited carbonaceous materials, there is conflagration.
13. Sorting on the part of mendicant must be interdicted.
14. A plethora of individuals with expertise in culinary techniques vitiate the potable concoction produced by steeping certain comestibles.
15. Eleemosynary deeds have their incipience intramurally.
16. Male cadavers are incapable of yielding any testimony.
17. Individuals who make their abode in vitreous edifices would be advised to refrain from catapulting petreous projectiles.
18. Neophyte's serendipity.
19. A revolving lithic conglomerate accumulates no congeries of a small green bryophitic plant.